

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

### Table of Contents

	Worksheet name	Table title
1	M_G12_Sample Size	Student sample sizes and target populations in NAEP mathematics at grade 12: 2015
2	M_G12_Participation Rate	Public and nonpublic school and student participation rates in NAEP mathematics at grade 12: 2015
3	M_G12_SDELL_National Trend	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics, as a percentage of all students, by SD/ELL category: Various years, 2005–2015
4	M_G12_SDELL_National Identified	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2015
5	M_G12_Type of Accommodation	Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP mathematics with accommodations, by SD/ELL category and type of accommodation: 2015
6	M_Demographic	Percentage of students assessed in twelfth-grade NAEP mathematics, by selected characteristics: 2005, 2013, and 2015
7	M_Score & Percentile	Overall average scores and percentile scores in twelfth-grade NAEP mathematics: Various years, 2005–2015
8	M_Student Group	Average scores and achievement-level results in NAEP mathematics for twelfth-grade students, by selected characteristics: Various years, 2005–2015

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

### Student sample sizes and target populations in NAEP mathematics at grade 12, by state/jurisdiction: 2015

State/jurisdiction	Sample size	Target population
<b>Nation</b>	<b>13,600</b>	<b>3,337,000</b>
Public	12,300	3,055,000
Private	1,300	282,000

NOTE: The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. Data for BIE and DoDEA schools are counted in the overall national totals, but not in the public school totals. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Public and nonpublic school and student participation rates in NAEP mathematics at grade 12, by state/jurisdiction:

State/jurisdiction	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
<b>Nation</b>	<b>88</b>	<b>82</b>	<b>740</b>	<b>78</b>	<b>13,200</b>
Public	91	94	650	78	11,900
Private	57	47	90	84	1,300

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The national totals for students include students in these schools. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. The school participation rates are student-weighted percentages before substitution. Columns of percentages have different denominators. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics, as a percentage of all students, by SD/ELL category: Various years, 2005–2015

SD/ELL category	2005	2009	2013	2015
<b>SD and/or ELL</b>				
Identified	13	13	13	14
Excluded	3	3	2	2
Assessed	10	10	11	12
Without accommodations	5	3	3	3
With accommodations	5	6	9	9
<b>SD</b>				
Identified	10	11	11	11
Excluded	3	3	2	2
Assessed	7	7	9	9
Without accommodations	3	2	1	1
With accommodations	4	5	8	8
<b>ELL</b>				
Identified	4	3	3	4
Excluded	1	#	#	#
Assessed	4	3	3	3
Without accommodations	3	2	1	2
With accommodations	1	1	1	1

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–2015 Mathematics Assessments.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2015

SD/ELL category	Percentage of identified SD and/or ELL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL	14	86	23	63
SD	17	83	12	72
ELL	8	92	55	38

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP mathematics with accommodations, by SD/ELL category and type of accommodation: 2015

Type of accommodation	SD and/or ELL	SD	ELL
Bilingual dictionary	0.8	#	0.8
Braille presentation	#	#	#
Braille response	#	#	#
Breaks	0.9	0.9	0.1
Calculator	1.8	1.8	0.1
Cue to stay on task	0.2	0.2	#
Directions read aloud in English	0.8	0.8	0.1
Directions read aloud in Spanish	0.1	#	0.1
Extended time	7.8	6.9	1.3
Large-print booklet	0.1	0.1	#
Magnification device	#	#	#
One-on-one	0.2	0.2	#
Other	0.4	0.4	#
Read aloud (all)	1.8	1.7	0.2
Read aloud (occasional)	0.6	0.5	0.2
School staff administers	0.1	0.1	#
Scribe	0.1	0.1	#
Sign language presentation	#	#	#
Sign language response	#	#	#
Small group	5.2	5.0	0.5
Special equipment	0.1	0.1	#

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

### Percentage of students assessed in twelfth-grade NAEP mathematics, by selected characteristics: 2005, 2013, and 2015

Characteristic	2005	2013	2015
<b>Race/ethnicity</b>			
White	66 *	58	55
Black	14	14	14
Hispanic	13 *	20	22
Asian/Pacific Islander	5	6	6
American Indian/Alaska Native	1	1	1
<b>Gender</b>			
Male	48 *	51	52
Female	52 *	49	48
<b>Highest level of parental education</b>			
Did not finish high school	8 *	9	9
Graduated from high school	18	16	17
Some education after high school	23 *	21	20
Graduated from college	47	50	49
<b>School location</b>			
City	—	28	29
Suburb	—	35 *	41
Town	—	10	11
Rural	—	26 *	19
<b>Region</b>			
Northeast	20	18	18
Midwest	23	22	21
South	34	37	36
West	23	23	25
<b>Students with disabilities (SD)</b>			
SD	7 *	9	9
Not SD	93 *	91	91
<b>English language learners (ELL)</b>			
ELL	4	3 *	4
Not ELL	96	97 *	96

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2015.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. For the race/ethnicity category, results are not shown for students whose race/ethnicity was unclassified or two or more races. For the highest level of parental education category, results are not shown for students who reported that they did not know the highest education level for either parent. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2013, and 2015 Mathematics Assessments.

# National Center for Education Statistics

## 2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

### Overall average scores and percentile scores in twelfth-grade NAEP mathematics: Various years, 2005–2015

Type of score	2005	2009	2013	2015
Overall average score	150	153	153 *	152
10th percentile score	105	110 *	111 *	107
25th percentile score	127	130 *	131 *	128
50th percentile score	151	154 *	154 *	152
75th percentile score	174	177	177	175
90th percentile score	194	197	197	196

\* Significantly different ( $p < .05$ ) from 2015.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–2015 Mathematics

# National Center for Education Statistics

2015 Mathematics Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Average scores and achievement-level results in NAEP mathematics for twelfth-grade students, by selected characteristics: Various years, 2005–2015

Characteristic	Average scale score				Percentage of students															
					Below <i>Basic</i>				At or above <i>Basic</i>				At or above <i>Proficient</i>				At <i>Advanced</i>			
	2005	2009	2013	2015	2005	2009	2013	2015	2005	2009	2013	2015	2005	2009	2013	2015	2005	2009	2013	2015
<b>Race/ethnicity</b>																				
White	157 *	161	162	160	30	25	25	27	70	75	75	73	29 *	33	33	32	3	3	3	3
Black	127 *	131	132	130	70	63	62	64	30	37	38	36	6	6	7	7	#	#	#	#
Hispanic	133 *	138	141	139	60 *	55	50	53	40 *	45	50	47	8 *	11	12	12	#	#	1	1
Asian/Pacific Islander	163 *	175	172	170	27	16	19	22	73	84	81	78	36 *	52	47	46	6	10	10	9
American Indian/Alaska Native	134	144	142	138	58	44	46	54	42	56	54	46	6	12	12	10	1	#	#	#
<b>Gender</b>																				
Male	151	155	155 *	153	38	35	34 *	37	62	65	66 *	63	25	28	28	26	3	4	3	4
Female	149	152	152 *	150	40	37	36 *	39	60	63	64 *	61	21	24	24	23	1	2	2	2
<b>Highest level of parental education</b>																				
Did not finish high school	130	135	137 *	133	65	59	55	59	35	41	45	41	7	8	9	7	#	#	#	#
Graduated from high school	138	142 *	139	139	54	49	51	54	46	51	49	46	12	14	12	12	#	1	#	1
Some education after high school	148	150	152 *	149	41	37	35 *	39	59	63	65 *	61	18	19	20	18	1	1	1	1
Graduated from college	161	164	164	163	26	24	23	25	74	76	77	75	34	38	38	37	4	5	5	5
<b>School location</b>																				
City	—	152	149	148	—	39	41	43	—	61	59	57	—	25	22	22	—	4	3	2
Suburb	—	157	158	155	—	32	31	35	—	68	69	65	—	30	31	28	—	3	4	3
Town	—	151	151	150	—	38	37	39	—	62	63	61	—	22	22	21	—	1	1	2
Rural	—	151	153	152	—	37	34	38	—	63	66	62	—	21	24	23	—	1	2	2
<b>Region</b>																				
Northeast	151	157	156	156	37	31	32	33	63	69	68	67	24	30	28	30	2	3	4	4
Midwest	157	157	157	157	31	31	31	32	69	69	69	68	28	30	30	30	3	3	3	4
South	146	149	152 *	148	45	40	37 *	42	55	60	63 *	58	19	21	23	20	2	2	2	2
West	148	152	151	149	41	39	39	42	59	61	61	58	22	25	25	22	3	4	2	2
<b>Students with disabilities (SD)</b>																				
SD	114	120	119	118	83	74	75	77	17	26	25	23	5	7	6	6	#	1	1	1
Not SD	153 *	156	157 *	155	36	33	31 *	34	64	67	69 *	66	24	28	28	26	2	3	3	3
<b>English language learners (ELL)</b>																				
ELL	120	117	109 *	115	74	80	86 *	79	26	20	14 *	21	3	4	3	6	#	#	#	#
Not ELL	151	154	155 *	153	38	35	34 *	37	62	65	66 *	63	24	27	26	25	2	3	3	3

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2015.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–2015 Mathematics Assessments.